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ABSTRACT

The administrator is a causal factor within his or her organization: task structure and psychological infrastructure are initiated and maintained within an organization by the administrator. Some administrators use inappropriate strategies and subsequently are unsuccessful in achieving organizational effectiveness and efficiency. To enable an administrator to build a personal development program, this document provides an anonymous survey for administrative subordinates to complete; the survey data can be computer calculated to derive 13 scores on variables associated with effectiveness and efficiency. Additionally, a psychographic profile can be obtained from the survey data on the administrator's subordinates to reveal patterns and outline the perceptions held. Also included in this packet is a six-page summary explaining the administrative evaluation process, the measures, and the scores; and the questionnaire used for the organizational climate survey. (KM)

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Organizational Effectiveness and Efficiency: Feedback Measures for Improving Administrative Performance

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California State Leadership Academy Convocation
Los Angeles, California
October, 1989

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Organizational Effectiveness and Efficiency: Feedback Measures for Improving Administrative Performance

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Recently, a superintendent drove me about his school district proudly showing the spectacular facilities in the district. As we drove, he said, "Our students rank among the top 10 percent of all students within the state on virtually every measure or test to which they are exposed." He reached out and gave me a friendly jab, "That's effectiveness."

A few moments later, he added, "Our expenditures per student ranks in the lower 10 percent among districts in the state." Again he jabbed me, "That's efficiency!"

Effectiveness and Efficiency

One of the most difficult and challenging tasks for any of us , particularly those in administration, is to modify our behaviors in such a way that people whose work we supervise become more productive. Being the "nice people that we are" inside our heads, we frequently fail to see that instead of facilitating others our behaviors actually inhibit them.

Barnard (1938) was the first macro-theorist to clearly identify the two dimensions essential to organizational success: the task and the people. Barnard contended that the success in any organization is measured by the degree to which the task gets accomplished or **effectiveness** and the ease by which the task is accomplished or **efficiency.**

Effectiveness and efficiency, subsequently, became standard measures in organizations. The school superintendent described above was exactly correct. His district achieves excellent results at low cost!

The "Field" of Administration

Figure 1 illustrates effectiveness and efficiency on a two dimensional orthogonal model. The independent measures--task and people--are separated into those organizations achieving above average success on each variable from those with below average achievement. The upper right quadrant illustrates those organizations with above average scores on both dimensions. The other quadrants illustrates combinations where the organization is achieving below average on at least one measure or both.

This model, therefore, portrays the "field" upon which the game of administration is played. The upper right quadrant is the preferred area and represents the goal to be achieved.

Figure 2, the Administrative Grid, refines Figure 1 by adding nine cells to each quadrant. This is done by establishing a normal curve on each of the two dimensions and illustrating the mean and standard deviations with parallel lines drawn across the grid for reference.

Normalized data from student achievement tests can be indicated along the "task" side of the grid and organizations with above average scores plotted appropriately to the right of the mean. Schools with students achieving below average test scores can be plotted to the left of the mean. Likewise, "people measures," such as average expenditure per student, can also be normalized and plotted along the "people" dimension.

Once scores are plotted, perpendicular lines can be drawn across the grid on "task" and "people" measures to an intersect point. This point identifies where the organization is on the field. The administrative grid indicates that the goal of the organization is to achieve a +3,+3 cell rating. This cell constitutes a real possibility not a theoretical ideal.

The Administrative Grid, therefore, is the "field" upon which the game of administration is played. The role of the administrator is to bring the organization to a point of effectiveness and efficiency irrespective of measures used.

Administrative Behaviors and Style

Administrators, therefore, must be seen as causal factors within organizations. They initiate both task structure (Halpin,1966) and provide the psychological infrastructure in which the group member needs are met. Individual administrators do this in unique ways: according to their own style.

Not all administrators are successful at achieving organizational effectiveness and efficiency. Some use strategies inappropriately which even with good intentions negates corporate effort. In order to assist administrators in analyzing their behaviors or style from the point of view of subordinates, the Organizational Climate Survey (OCS 50) has been developed. The OCS 50 (see attached) is administered to the people actually doing the work of the organization because it is through their efforts that the task is ultimately accomplished. Those doing the work determine the degree of organization success in the long run.

Data Collection and Analysis

Data are collected by asking all subordinates of the administrator to anonymously complete a survey instrument (OCS-50). The data are computer calculated to derive 13 scores on selected variables associated with effectiveness and efficiency. The major scores are those associated with the "task" and "people" measures. The scores (see attached computer printout) are then compared to a normalized data bank and printed out so that the

administrator can see his or her scores compared to others in the same type of position.

Likewise, a psychographic profile is completed on group members so that the administrator can see patterns in the perceptions held. This profile appears immediately below the 13 computerized scores on the printout. Following the psychographic data is a histogram illustrating the psychographic data. Finally, a copy of the Administrative Grid is provided pinpointing the style achieved by the administrator on the assessment. Two such Grids pulled from the files are included as examples. In the first one, we find an elementary principal with excellent scores who subsequently has been promoted to the superintendency in the district which he served. In the second example, we find an elementary principal who is now successfully selling insurance. Close examination and comparison of the grids may help explain why their career paths differed.

Included in this packet is also a six page summary explaining the process, measures, and scores. By using the data and explanation, administrators can build a personal development program. Those in need of assistance may contact the author.

Summary

The intent of the analysis is to provide an administrator a confidential profile or feedback on how people within the organization perceive what is happening. While no paper and pencil test or questionnaire can substitute for reality, some statistical data juxtaposed with one's personal observations is often helpful in assessing personal effectiveness and efficiency behaviors.

Barnard, Chester. (1938) The Functions of the Executive . Cambridge:Harvard.
Halpin, Andrew. (1966). Theory and Research in Administration. New York:MacMillan and Co.

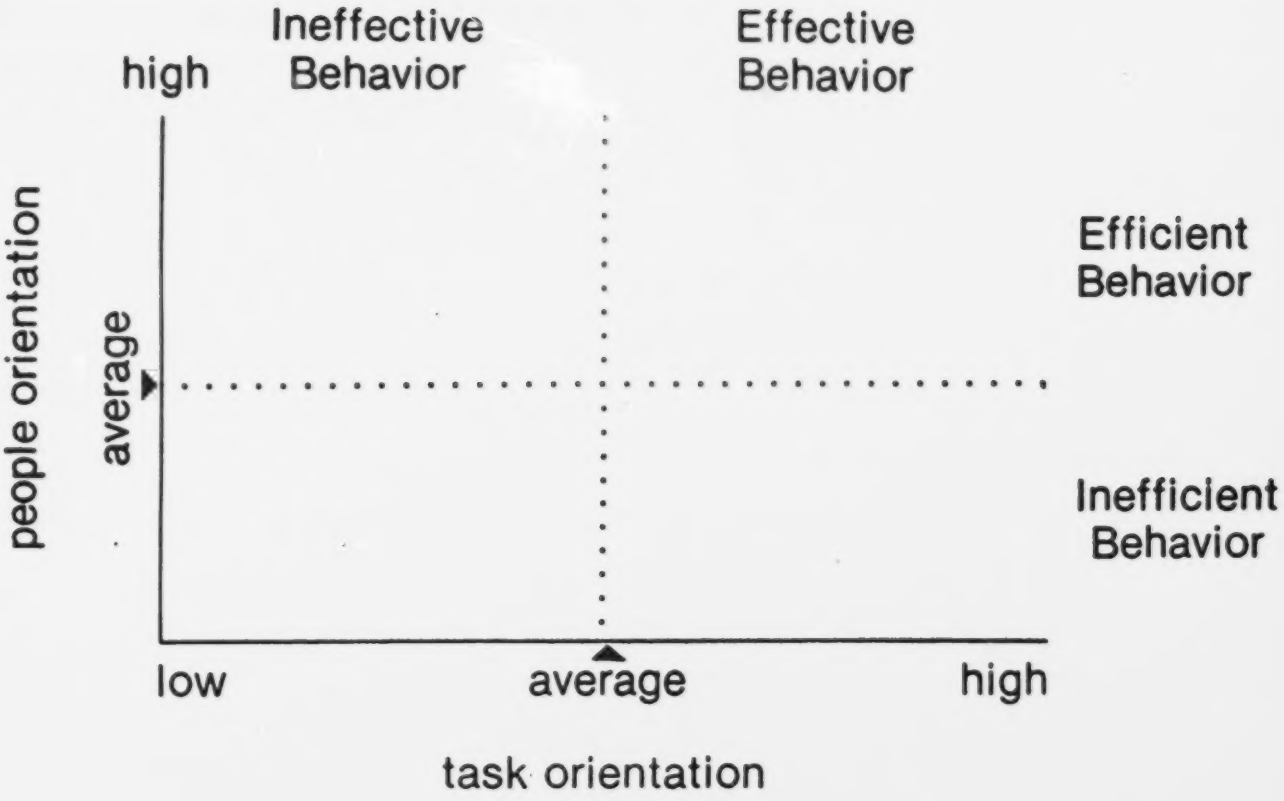


Figure 1 **Orthogonal Relationship of Effectiveness and Efficiency**

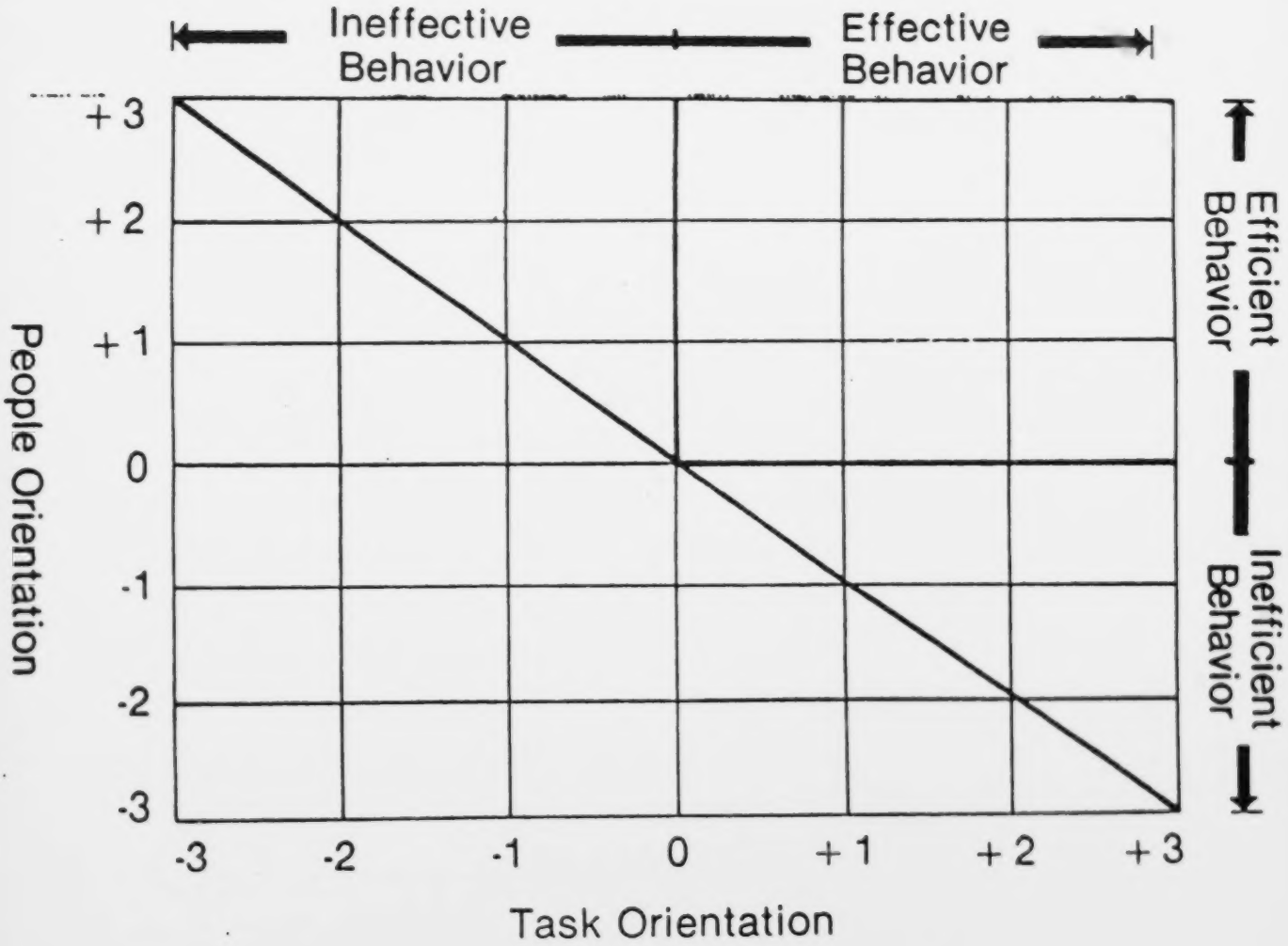


Figure 2 Administrative Grid

[redacted], [redacted] COUNTY R-IV [redacted], [redacted] [redacted] 24

EDUCATIONAL ORGANIZATION
PUBLIC SCHOOL
ELEMENTARY PRINCIPAL

Name of Administrator — District — City — Zip — Number of Teachers

"National" Norms — Personal Scores

TEN FACTORS	GROUP AVERAGE	GROUP STD DEV	BASED ON PERSONAL DATA MEAN	RANK	Z-VALUE
SELF-CONCEPT/MORALE.....	26.1637	1.0297	26.9583	AVG	0.7717
SELF-IMAGE/FEEDBACK.....	24.6092	1.3261	27.0000	+	1.8029
PERSONAL FREEDOM/EMPOWER...	25.7307	1.2823	28.4167	++	2.0946
LEADER GOALS/VISION.....	25.0883	2.3990	28.5833	+	1.4569
LEADER-MEMBER RELATIONS....	24.6973	2.8319	27.9333	+	1.1074
GROUP GOAL & COHESIVENESS..	23.6910	1.5311	25.4167	+	1.1271
TRAINING AND DEVELOPMENT...	22.6481	2.7444	27.5417	+	1.7831
SUPERVISORY SKILL.....	21.6104	3.1108	25.0833	+	1.1164
SALARY AND BENEFITS.....	18.8246	3.2699	22.5000	+	1.1240
ADVANCEMENT OPPORTUNITIES..	18.9725	2.3316	21.5000	+	1.0840

THREE DIMENSIONS	GROUP AVERAGE	GROUP STD DEV	BASED ON PERSONAL DATA MEAN	RANK	Z-VALUE
TASK ORIENTATION.....	23.1156	2.6739	27.0694	+	1.4787
PEOPLE ORIENTATION.....	25.5012	0.9777	27.4583	++	2.0018
SALARY & BENEFITS PROGRAM..	18.8986	2.3597	22.0000	+	1.3143

FIGURE 1

PSYCHOGRAPHIC PROFILE OF OBSERVERS

TASK ORIENTATION.....	HIGH				LOW			
PEOPLE ORIENTATION.....	HIGH		LOW		HIGH		LOW	
SALARY & BENEFITS PROGRAM..	HI	LO	HI	LO	HI	LO	HI	LO
	I	II	III	IV	V	VI	VII	VIII
NUMBER OF OBSERVATIONS.....	19	1	1	1	0	1	1	0

FIGURE 2

[redacted] COUNTY R-IV, [redacted], [redacted] 24
EDUCATIONAL ORGANIZATION
PUBLIC SCHOOL
ELEMENTARY PRINCIPAL

HISTOGRAM OF
PSYCHOGRAPHIC PROFILE OF OBSERVERS

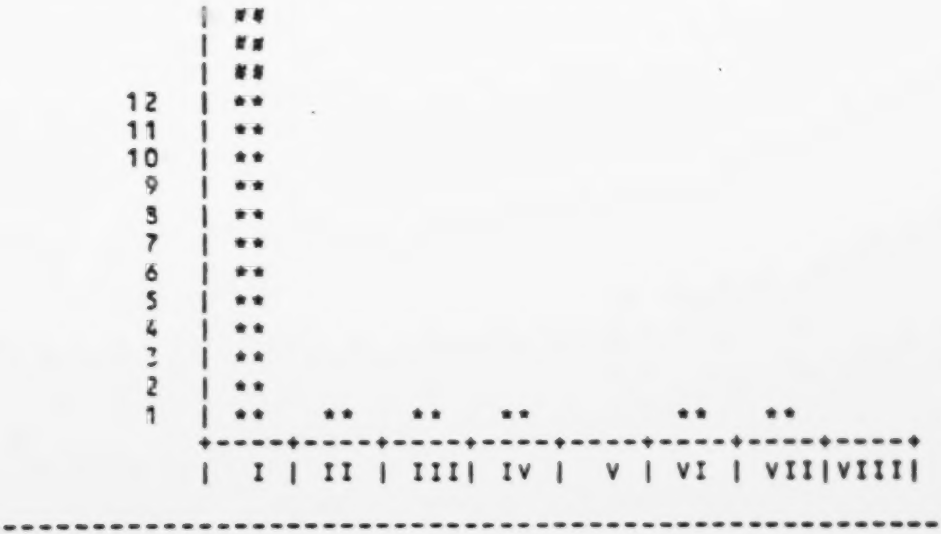
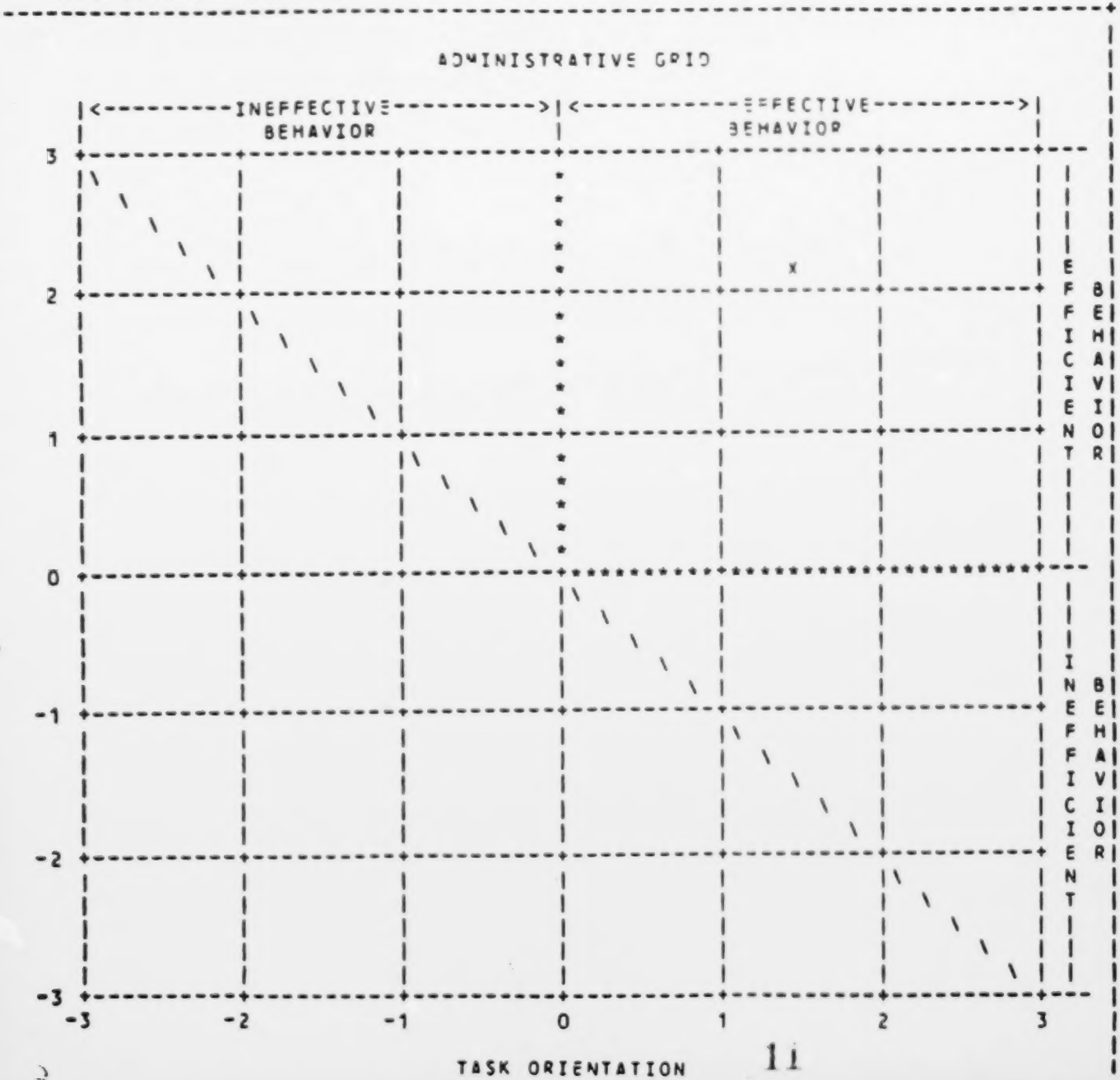
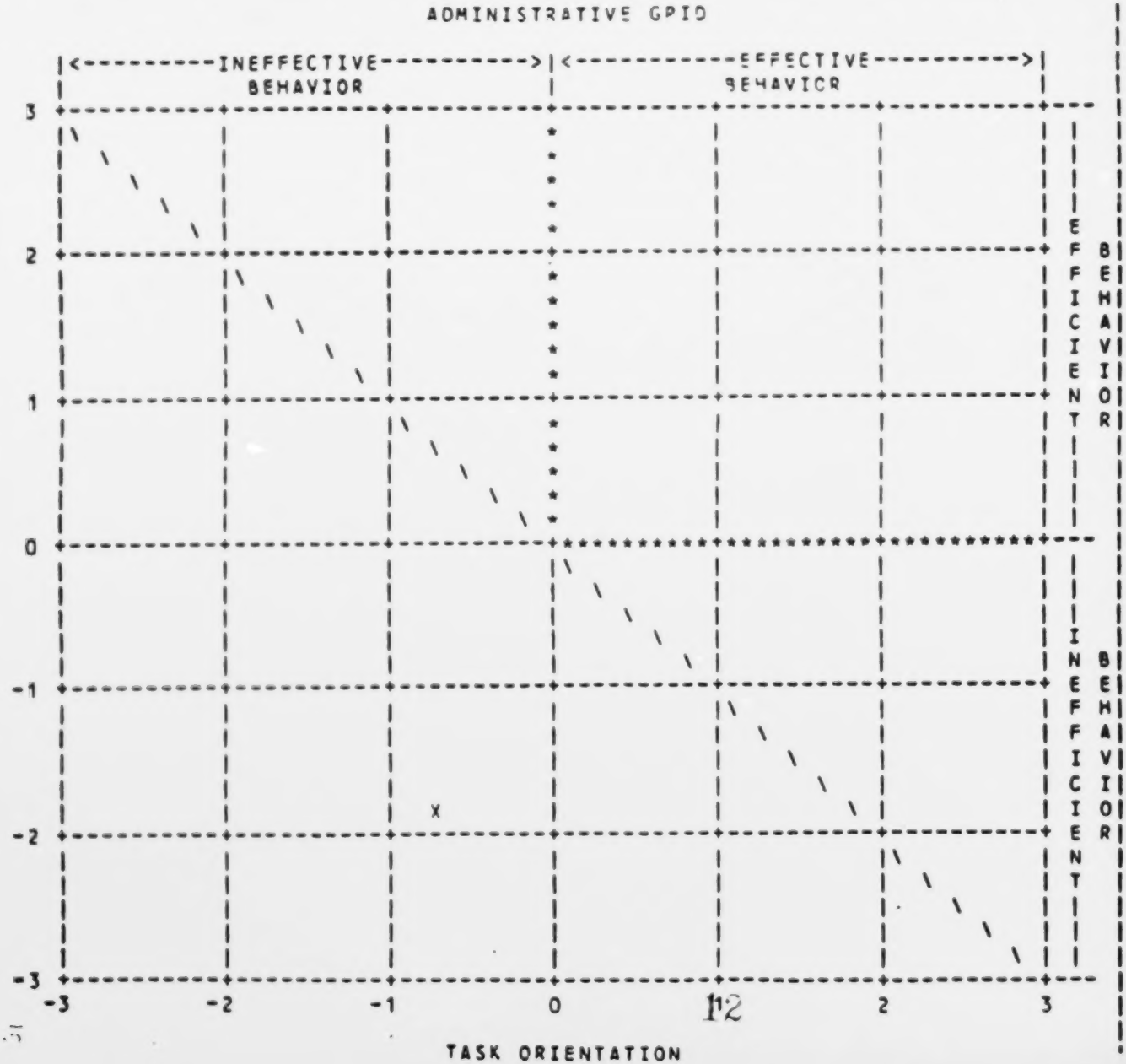


FIGURE 3

EDUCATIONAL ORGANIZATION
PUBLIC SCHOOL
ELEMENTARY PRINCIPAL



EDUCATIONAL ORGANIZATION
PUBLIC SCHOOL
ELEMENTARY PRINCIPAL



ORGANIZATIONAL CLIMATE SURVEY

(50)

ADMINISTRATOR PROFILE: AS SEEN BY GROUP MEMBERS

* * * * *

Name of
Administrator:_____

District/Building:_____

Address:_____

PURPOSE OF THE QUESTIONNAIRE

The person named above is participating in a personal evaluation and has requested that you and several of your colleagues complete the information contained in this questionnaire. The data collected will be summarized by computer and collective results made available for administrator training and development. **Your personal response will be seen only by the research team.** Please be assured that your anonymity will be protected. The results will be presented in collective form based on computerized results.

Since the purpose of collecting the information is to provide accurate information to the administrator, you are encouraged to be as honest and forthright as possible in your responses. The items contained in the questionnaire do not ask for judgments as to whether the condition is "good" or "bad." You are asked only to evaluate specific variables as you perceive them. Some questions appear to be quite similar; others may appear to be unrelated to the sphere of influence of the administrator in question. Be assured that each item has been evaluated and is a significant contributor to the evaluation. No "trick" statements are included. The purpose of the questionnaire is to provide you the opportunity to describe the work environment and personal feelings you hold to the best of your ability.

PLEASE--tell it like it is!!!! Thank you very much.

Please return the completed questionnaire in the enclosed envelope to:

_____

_____

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California State University
Fresno, California 93740
Form 1112/3/4

INSTRUCTIONS

On the following pages is a list of 50 statements useful in describing perceptions as they are directed to yourself, the administrator named on the previous page, the group members being surveyed, and the organization in which you are employed. Please:

1. **Read** each statement carefully;

2. **Think** about the statement as it applies to you in you current situation;

3. **Decide** which descriptor from the list at the top of the page best fits into the blank space contained in the item and describes your perceptions. (The descriptors are intended only as a guide to use in selecting a score on a continuum from 1 (which represents a very low score) to 6 (which represents a very high score).

4. **Write** the number of the response selected in the space provide at the end of the statement;

5. **Mark** your answers as shown in the following samples:

1) Never (very low score)	4) Occasionally
2) Seldom	5) Often/Generally
3) Infrequently	6) Always (very high score)

a. I ___ enjoy going to work..... 6

b. I ___ seek to improve my image with colleagues..... 2

c. The organization ___ provides work incentive programs for employees..... 5

6. Note that item (a) has been answered in a way that indicates the person "always" enjoys going to work. A number 6 has been placed in the answer space. Item (b) was answered to reflect that the person "seldom" seeks to improve his or her image with colleagues. A number 2 has been replaced in the answer space. Item (c) indicates that the person believes the organization "often" provides work incentives for employees. A number 5 has been placed in the answer space.

NOTE: Each answer space provides opportunity to evaluate the statement and each space must have an answer in order to be included in the survey.

1) Never (very low score)
2) Seldom
3) Infrequently
4) Occasionally
5) Often/Generally
6) Always (very high score)

1. I ___ find my work challenging ..... _____
2. I am ___ treated as a valuable partner in the organization..... _____
3. I am ___ permitted personal freedom on my job ..... _____
4. The administrator ___ believes in goal accomplishment..... _____
5. The administrator___ displays a cooperative attitude toward teachers ..... _____
6. Teachers ___ strive to accomplish the goals of the organization..... _____
7. The administrator is ____ concerned about the training and development of teachers..... _____
8. The administrator ___ provides teachers with specific direction for improving performance ..... _____
9. I feel the salary I receive is ____ comparable to what others make in similar organizations ..... _____
10. When promotions occur, the organization ___ advances those demonstrating competence ..... _____
11. My work ___ challenges my creativeness..... _____
12. I ____feel that I am accepted as a valuable member of the "organizational" team" ..... _____
13. I____ have the freedom to do my work in a manner I think is best ..... _____
14. The behavior of the administrator___supports goal accomplishment ..... _____
15. The administrator___makes an effort to be fair to teachers..... _____
16. Teachers___cooperate in achieving organizational goals ..... _____
17. Training and development of teachers is___a priority item with the administrator..... _____
18. The administrator___clearly outlines the procedures necessary for teachers to improve performance ..... _____
19. The fringe benefits I receive are___equitable when compared to what others receive in similar organizations ..... _____
20. When an opening exists, skill is___ the major part of the organization's promotional system..... _____
21. My work___ provides me with a sense of accomplishment ..... _____
22. I am ___ respected by my co-workers..... _____
23. I am permitted to___use a high degree of personal initiative on my job..... _____
24. The administrator___derives satisfaction from goal accomplishment..... _____
25. The rules and regulations established by the administrator are___reasonable ..... _____

(Continue on next page)

26. Group members___voluntarily provide information considered valuable in meeting the goals of the organization..... _____

27. The administrator___conscientiously addresses problems related to the training and development of teachers..... _____

28. The administrator___suggests personal programs of improvement leading to increased performance..... _____

29. The salary I receive is___consistent with what I expected when I entered the career field that I did..... _____

30. Ability to perform on the job___provides the major consideration for personal advancement in this organization..... _____

31. My career choice____makes good use of my ability..... _____

32. I___have the respect of students..... _____

33. I___have to a large degree a free hand in determining my work objectives..... _____

34. Suggestions regarding goal achievement are___given full consideration by the administrator..... _____

35. Teachers___respect the administrator..... _____

36. Teachers___accept responsibility for achieving the goals of the group..... _____

37. The administrator___encourages teachers to consider additional training..... _____

38. The administrator___works closely with teachers in order to improve performance..... _____

39. The salary and benefits package in this organization___keeps pace with its competitors..... _____

40. Opportunity for advancement___depends on the ability to demonstrate outstanding proficiency in a position..... _____

41. I___feel my work is important..... _____

42. I am___viewed as a positive influence in the organization..... _____

43. I am___ free to control my own behavior at work..... _____

44. The administrator ___strives hard to accomplish organizational objectives..... _____

45. The administrator is___supported by teachers..... _____

46. The behavior of teachers___supports goal accomplishment..... _____

47. The administrator___stresses the continuation of training and personal development for teachers.. _____

48. Improving teacher performance is___a priority item with the administrator..... _____

49. The salary and fringe benefits that I receive___keep pace with those of similar organizations in my geographical area..... _____

50 Outstanding people in this organization are___the ones promoted..... _____

ADMINISTRATOR ASSESSMENT

The people you supervise recently completed a questionnaire designed to reflect your administrative performance. The assessment provides a picture (snapshot) of how well you are doing in your administrative role compared to other administrators serving in a similar position.

The assessment questionnaire used in the analysis is constantly being monitored for reliability and validity. Current data on the **Organizational Climate Survey (50)** supports the theory that people prefer working in an environment or climate where they (1) feel the organization is accomplishing its mission and (2) have the opportunity to sense personal accomplishment and belongingness in this endeavor.

By thoughtfully considering the resulting scores, you will be able to plan a personal program for improving your performance. This improved performance should lead to greater personal and subordinate satisfaction and ultimately, improved organizational performance.

Computerized Results

Enclosed, you will find a copy of a computer printout with your scores and other valuable information. Four separate diagrams appear on the printout.

Scores. First, in Figure 1 you will note that the information is split into two parts. On the top part, 10 independent scales (factors) are illustrated. These measures provide insights into the personal feelings your people hold regarding themselves and their work environment. These scores are then converted into an additional set of three measures (dimensions) listed on the lower portion. The 10 scales near the top provide specific measures while the three dimensions near the bottom represent global constructs.

Thirteen scores, therefore, have been identified altogether; this booklet provides detailed definitions of the scores and sample items from the questionnaire. The definitions should be reviewed as the results are studied. The individual items will illustrate the types of items which measure the particular construct.

The data in Figure 1 appear in five columns. The first column, headed by the term"Average," provides the average score achieved by all administrators in a normalized group occupying the same type of job to which you are being compared. For example, secondary principals are compared only to other secondary principals, not industrial foremen or school superintendents. The "standard deviation" or second column indicates the variance (standard error) found among each unique group of administrators.

Your scores appear in the three columns headed"personal data." The column labelled "mean" indicates the scores achieved on each variable. By comparing this score to that achieved by other administrators (column 1), you can determine your success when compared to other administrators. By looking at column 4, "Rank," you can see the relative position of your scores. "AVG" indicates an average score. A plus (+) indicates a score between 1 and 2 standard deviations above average, and two pluses (++) indicates a score between 2 and 3 standard deviations above average. What is true for pluses is just the opposite for minuses. A minus (-) indicates a lower than average score and so on.

The "Z-value" column is your mean scores on each measure converted to a standard score based upon group normalization. The final column, for example, indicates the distance your scores are from the mean of the group according based upon standard deviation. A score of 1.219, for example, identifies a score of approximately 1.2 standard deviations above average. A score of -.52 , on the other hand, indicates a score of approximately .half a standard deviation below average. NOTE: None of the scores has been corrected for the size of the group.

Psychographic Data. Figure 2 provides an illustration of the profiles of the people completing the questionnaire. The graph separates the responses into eight different combinations of respondents--those providing above or below average responses on the three principal measures. These profiles provide information on the numeric distribution of respondents holding particular views. This information is helpful in seeing the consistency of particular views.

Bar Graph. The bar graph in Figure 3 illustrates the psychographic data from Figure 2 in picture form.

Administrative Grid. Figure 4 is an illustration of the **Administrative Grid** which illustrates your administrative style. One cell has an X in it indicating a combination of "Z" scores on the "Task" and "People" Orientations. This score (cell) should be the most useful since it graphically illustrates your overall style. The upper right hand cell, of course, is the preferred or most desirable cell. However, a score anywhere within the upper right quadrant (bold outline) is acceptable or above average on both dimensions and difficult to achieve.

MEASURES LISTED ON ORGANIZATIONAL CLIMATE SURVEY

Note: Below are the dimensions, definitions, and samples "items" from the questionnaire. This information should provide insight into the information collected.

Factor Definitions and Sample Items from the Organization Climate Survey

Self-Concept/Morale	A scale measuring personal satisfactions with work and career choice. a. My work challenges my creativeness. b. My work provides me a sense of accomplishment.
Self Image/Feedback	A scale measuring the view respondents have of themselves as reflected in the feedback from others. a. I am respected by co-workers. b. I have the respect of students.
Personal Freedom/Empower	A scale measuring empowerment or the degree of freedom the respondents believe they have to direct or influence the work situation. a. I am permitted to use a high degree of personal initiative on my job. b. I have, to a large degree, a free hand in determining my work objectives.
Leader Goals/Vision	A scale measuring the administrative vision possessed and concern for accomplishing goals and objectives. a. The administrator strives hard to accomplish organizational objectives. b. Suggestions regarding goal achievement are given full consideration by the administrator.
Leader-Member Relations	A scale measuring the degree of satisfaction with leader-teacher interactions. a. The administrator displays a cooperative attitude toward teachers. b. The administrator makes an effort to be fair to teachers.

Group Goals/Cohesiveness	A scale measuring the maturity group members exhibit in reaching organizational goals. a. Group members strive hard to accomplish the goals of the organization. b. Group members cooperate in achieving organizational goals.
Training and Development	A scale measuring the concern of the administrator for the training and development of teachers. a. The administrator stresses the continuation for training and personal development of teachers. b. The administrator conscientiously addresses problems related to the training and personal development of teachers.
Supervisory Skills	A scale measuring administrative strategies used to accomplish organization goals including concern for personal goals, personal involvement, and performance of teachers as well as concern for their training and development. a. The administrator provides teachers with specific directions for improving performance. b. The administrator works closely with teachers in order to improve performance.
Salary and Benefits	A scale measuring the respondent's satisfaction with the salary and benefit package. a. I feel the salary I receive is comparable to what others make in similar organizations. b. The salary I receive is consistent with what I expected when I entered the career field that I did.
Advancement Opportunity	A scale measuring the respondent's assessment of promotion patterns. a. Opportunity for advancement depends on ability to demonstrate outstanding proficiency in a position. b. Only the outstanding people in the organization are promoted.

Dimension Definitions

Task Orientation	A scale which combines "task" related items. The sale measures concern for getting the task accomplished.
People Orientation	A scale which combines "people" items. The scale measures the morale of the people in the organization.
Salary & Benefits	A scale which combines satisfaction with the salary, fringe benefits, and opportunities for advancement. This scale has been found to have a profound impact upon the other two.

CHECKLIST

Below are suggestions for improving scores in the various areas listed on the OCS. The areas in which the administrator achieved the lowest scores deserve the most attention. It should be noted that any changes in behavior should be tempered with good judgment. That is, a survey instrument is only a substitute view of reality. Change is best implemented conscientiously, quietly, subtly, and without fanfare. Consciously changing behavior provides maximum opportunity to study the effects of your effort.

( ) Self-Concept/Morale: People need to develop a sense of satisfaction from their work. They need to feel that the work they are doing is important, and they need an administrator to assist them with personal adjustments between working and living. They often need only a trusted listener; the administrator needs to encourage them in order to reinforce their feelings of worth.

( ) Self-Image/Feedback: A person needs feedback from others as to how he or she is doing. An administrator, liberal in praise, when praise is warranted, generates good feeling. Speaking positively about people "behind their backs" also passes onto others that the administrator recognizes the worth of individuals.

( ) Personal Freedom/Empower: Mature people need freedom to do their work the way they think best. This is the essence of empowerment. Any changes affecting individuals or their work should be made with their involvement if at all possible. They, too, have excellent ideas. The administrator needs to tap this valuable resource while helping group members to accomplish the goals of the organization.

( ) Leader Goals/ Vision: The administrator needs to assist the group in establishing a vision or sense on direction. He or she also needs to be goal oriented in order to convey to others the importance of having and meeting goals. Administrators can assist themselves by having a thoughtful set of personal goals as well as organizational goals worked out.

( ) Leader-Member Relations: People at all levels desire to be treated in a dignified, respectful, and courteous manner. An administrator will gain much respect by treating each subordinate as an important contributor to the organization. An administrator should never violate the trust of subordinates and should use positive reinforcement whenever possible.

( ) Group-Goals/Cohesiveness: A group needs to be working harmoniously to achieve common objectives. This scale measures how well the group is working together. An administrator can improve scores by working on team building, conflict resolution, and stress reduction strategies.

( ) Training and Development: An administrator needs to be aware of the need for personal and professional growth of teachers. Scores can be improved by working with individuals on practical methods for improvement and by providing for in-service and continuing education programs for teachers.

( ) Supervisory Skills: To improve group performance, the administrator should have established within the group a program of specific objectives. The objectives need to be coordinated with broad based organizational goals, and each

teacher needs to know his or her role. The administrator then needs to assist each teacher to grow in ability and willingness to accomplish the task. Supervision must be done to improve both skills and attitudes.

( ) Salary and Benefits: The salary and benefit package is important to employees. The administrator does not always have control over the package, but the administrator should know what the package is and how it is derived.An administrator should strive to ensure adequate compensation for the group supervised but should also assist group members with their feelings about the compensation.

( ) Advancement Opportunity: Most employees need a feeling that a possibility exists for promotion. This feeling evidently stems from a recognition that promotion documents personal value. Some jobs, like teaching, for example, are not of the type where a person can be promoted easily, but the administrator can assist subordinates in advancing professionally within professional organizations, etc. These non-monetary types of advancement can be achieved through personal recognition or by offering teachers encouragement to develop to their fullest potential.

( ) Task Orientation: Administrators need to be able to interpret broad goals and incorporate them into specific performance objectives. Administrators also need to demonstrate to others that group success is important. To do this, administrators need to be involved with the subordinates in improving individual performance. Administrators low on this dimension need to study both systems analysis and human performance psychology. This measure is the best single predictor of organizational achievement found on the instrument.

( ) People Orientation: The "people" dimension combines all of the other "people" measures. Good scores demand that administrators treat other people as fully functioning, competent, and sensitive humans. Administrators low on this particular dimension could profit from human relation-type programs. This score is the best measure of morale.

( ) Salary & Benefits Program: The dimension combines items related to pay and benefits. Administrators are often unable to improve the salary structure, but they are responsible for administering the package including providing subordinates with growth opportunities. High levels of satisfaction on this scale does not always improve performance, but high levels of dissatisfaction can have a deleterious effect.

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